

FOREWORD

Our world is more and more connected and globalized, and we are constantly faced with local and global challenges. It is therefore an important task of university programmes to educate global citizens, with competences which enable them to deal with local, global and intercultural issues and which help them to engage in appropriate interactions with people from different cultures. In this endeavour English language programmes have an exceptional role since English undeniably functions as the *lingua franca* of global communication in all walks of life. Cultural and Intercultural Studies, which play an essential part in building up global competences, have gradually gained prominence and now occupy a significant position in foreign language programmes at many universities.

In this process Dorottya Holló has played a unique role at the School of English and American Studies of Eötvös Loránd University. She has devoted her working life to researching intercultural communication and the teaching of culture through language, to Australian Studies, and to working on curriculum design and research methodology, all of which allow a systematic exploration of these fields of inquiry. As a result of her research and teaching activities, these areas of study have found their way into all (BA, MA and PhD) levels of education at the university, and throughout her career she has helped students and colleagues to realize their potential. In 1991 she established the Australian Programme of the School of English and American Studies of Eötvös Loránd University and has been running the programme ever since; she also designs and coordinates the Cultural Studies lecture series of the Department of English Language Pedagogy of the same School. In order to express our gratitude to her, we dedicate this volume, a collection of papers written by her colleagues and students on Cultural Studies, Intercultural Communication and Australian Studies, to Dorottya Holló.

Due to the rapid development of science and technology, the proliferation of research activity and our continuously changing social, political, economic and cultural context constantly force us to evaluate and re-evaluate our knowledge and put our skills and competences to the test in the field of Cultural Studies and Intercultural Communication. This eminent need has brought this book to life. It offers insights into new developments of theory and research in the field, to equip our students, colleagues and fellow researchers with up-to-date information regarding the state of the art. Contributions in this volume are either theoretical or empirical in nature (Parts I and II) and address both the theoretical and the practical/pedagogical aspects of language learning, teaching and research. The geographical orientations of the articles are diverse: the volume contains papers relating to Hungary, Great Britain and New Zealand, as well as North and South America. However, Part III is focusing on one specific area in particular, Australian Studies, where most of Dorottya Holló's teaching, curriculum design and research activities have been conducted. However, the geographical orientations of the articles are also diverse, also contains papers relating to Hungary, Great Britain and New Zealand, as well as North and South America.

Part I focuses on the **teaching of culture and intercultural communication** and reveals important **theoretical considerations and best practices**. Magdolna Kimmel's study deals with the dilemmas around teaching culture in English as a Foreign Language classes in the age of global English. Péter Medgyes's paper reveals the role native and non-native teachers may play in developing language proficiency and intercultural competence. Francis J. Prescott delves into a very topical issue: Brexit. He discusses what the term actually means and how the topic can be exploited in

the foreign language classroom. The section closes with Erzsébet Barát's comparative analysis, a contribution to feminist research in Cultural Studies that contests the alleged incompatibility between entertainment and state politics, challenging the unproductive denunciation of the coupling of politics with popular culture.

The second part of the volume presents the findings of **empirical research on intercultural communication and the development of intercultural competence**. Ildikó Lázár addresses the potential of cooperative learning for intercultural competence development as viewed and practiced by in-service teachers surveyed in professional development workshops. Rita Divéki's pilot study deals with global, local and intercultural issues for global competence development in teacher training, as seen by university tutors in Hungary. Juliana Patricia Llanes Sanchez, Jennyfer Paola Camargo Cely and Aura María Estacio Barrios's work takes us as far as South America and explores resistant discourse-based pedagogies and their implications for South-American teachers' professional development. Ildikó Furka brings us back to the Hungarian context to offer a cultural value orientation analysis of a Hungarian educational institution. Amy Soto describes American and Hungarian perceptions of conversational style and the role of the listener in particular in English conversation.

As mentioned earlier, the third part of the book focuses on **Australian Studies, to explore its history in Hungary and to encourage us to engage in culture-oriented explorations**. Richard Nile's paper addresses the changes the new digital age brought to the development of Australian Studies over time and geographical distance. Cecilia Gall turns to the field of education and presents in detail the beginnings of Australian Studies in Hungary. Éva Forintos takes us to Australia and reveals the language and culture maintenance efforts of the Hungarian community in Australia. Staying in Australia, Vera Benczik's study examines the themes of otherness, fatherhood and survival in the 2017 Australian film *Cargo*. Peter Barrer turns our attention to Marmite (a dark, salty yeast-extract spread and noble by-product of beer brewing), contemplating important cultural connections between New Zealand and Australia.

Even though this collection is predominantly theory- and research-oriented, the results of the investigations may offer useful information about the teaching, learning and researching of culture and intercultural competence for practicing teachers and students involved in university language programmes and teacher education. We therefore hope that it will find its way into university courses too and motivate further research and best practices to help students and professionals cope with the local and global challenges of intercultural communication of our time.

As editors, we are grateful to all of those who have inspired and supported us in compiling this volume: our contributors, reviewers and students. We would especially like to thank Christopher Ryan for proofreading the papers for their use of English. Last but not least, we are indebted to Eötvös Loránd University, and within it the Faculty of Humanities for providing financial support for its publication.

Krisztina Károly, Ildikó Lázár, Cecilia Gall